

## Ch. 23 - Ideologies and Upheavals 1815-1850 AP European History

After studying this chapter, you should be able to:

- \* describe the goals of the leaders of the Congress of Vienna and how the balance of power was reset.
- \* define and describe conservatism, socialism, liberalism, and nationalism.
- \* discuss the factors in the romantic revolt against the age of classicism and the French Revolution.
- \* analyze the lingering remnants of the French Revolution and explain how they exerted influence on political development in the first half of the 19th century.

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1. Describe and define the concept “*balance of power*” in 1814-1815.

*It refers to an international equilibrium of political and military forces that would discourage aggression by any combination of states or the domination of Europe by any single state.*

2. Describe the treatment of France by the victors in 1814. Why wasn't the treatment harsher?

*The Great Powers (Austria, Britain, Prussia, Russia) did not want to create a lasting enemy in France by imposing harsh and humiliating peace terms. As a result, treatment was quite lenient, with France given boundaries it possessed in 1792 (larger than those of 1789), the restoration of the Bourbon dynasty (Louis XVIII), no war reparations. The Great Powers did, however, define a strong defensive measures to ensure that France would not again be a forceful aggressor.*

3. Who were the participants and what was the purpose of the Holy Alliance and the congress system?

*Established by Russia Czar Alexander I and made up of Austria, Prussia and Russia in 1815 – it was Alexander's hope that leaders would rule with Christian virtues. It was, however, yet another instrument that oppressed liberal and revolutionary movements.*

4. Describe the makeup of the Austrian Empire.

*Austria was made up of a plethora of ethnic groups – including the dominant Germans (25% of the population), Magyars (Hungarians), Czechs, Italians, Poles, Ukrainians, Slovenes, Croats, Serbs, and Romanians – complete with different languages, customs, religions, etc.*

4b. How and why were nationalism and liberalism regarded as dangerous to those in power?

*Liberalism was considered dangerous because it supported the right of a “people” to establish its own independent government (nationalism). The idea of national self-determination would have destroyed the Austrian Empire and other areas comprised of various ethnic groups.*

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5. Explain the link between nationalism and liberalism.

*Liberalism demanded representative government, equality before the law, individual freedoms such as free press, free speech, free assembly, freedom from arbitrary arrest – all of which supported the idea of self-determination for the various ethnic groups of Europe and in direct conflict with the conservative status quo attitude of the Congress of Vienna. The idea of nationalism – one in which the idea that a people with a common language, territory, and history had the right to self-rule – was supported by the liberal idea of self-determination.*

6. Complete the following chart. You may need to refer to the *Sources* book for some information.

Individual	Writing	Major philosophy
Adam Smith	The Wealth of Nations 1776	Laissez-faire economics Government should not interfere in the economy Favored free trade among nations
Thomas Malthus	On the Principle of Population 1798	Population growth will always exceed agricultural output, leading to poverty. Growing population was the cause of poverty for the poor.
David Ricardo	Iron Law of Wages	Growing population would cause cycles of poverty that were unavoidable

7. What is *nationalism*?

*A real or imagined cultural unity, manifesting itself especially in a common language, history, and territory. Also involves political unity so that a people coincide with its state boundaries.*

8. Explain the link between nationalism and liberalism.

*Liberal ideas of self-government were only possible if a people were united by common traditions and common loyalties. Both agreed that a shared language forged the basic unity of a people*

9.. What are the goals of socialism?

*Socialists believed there was an urgent need to reorganize society in a way that would establish cooperation and a new sense of community since liberal practices in politics and economics seemed to thwart such cooperation. Early French socialist thinkers supported economic planning, a desire to help the poor, an equality of social classes, abolishment or regulation of private property.*

10. Complete the following chart on Utopian Socialists. You may need to refer to the *Sources* book for some information.

Individual	Writing	Major Philosophy
Henri de Saint-Simon 1760-1825		<i>French socialist – believed in economic planning, say the tremendous possibilities of industrial development, called for social organization with the parasites (court, aristocracy, lawyers, churchmen) to give way to the doers (engineers, scientists, industrialists) who would plan the economy and guide it forward by undertaking vast public works and establishing investment banks. Stressed moralistic terms, inspired middle class industrialists and bankers</i>

Charles Fourier 1772-1837		<i>Envisioned self-sufficient communities of 1620 people living on 5000 acres devoted to a combination of agriculture and industry, Some utopian communities founded along these lines, most in US Supported total emancipation of women, saw marriage as prostitution, called for free unions based on love and sexual freedom, many found these ideas shocking</i>
Louis Blanc 1811-1882	<i>Organization of Work (1839)</i>	<i>Urged workers to agitate for universal voting rights and take control of the state peacefully Wanted govt-backed workshops and factories to guarantee full employment</i>
Pierre Joseph Proudhon 1809-1865	<i>What is Property? (1840)</i>	<i>Property was profit that was stolen from the worker, who was the source of all wealth. He feared the power of the state and was often considered an anarchist.</i>

11. What was Marx's view of history and what was the role of proletariat?

*Marx saw history as a continual struggle between classes – the haves and have-not – in which one class had always exploited the other. He predicted that the proletariat would overthrow the bourgeoisie in a violent revolution and create a classless society.*

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23. Explain the tenets of Romanticism and the ways in which it differed from classicism.

*Characterized by a belief in emotional exuberance, unrestrained imagination, and spontaneity in both art and personal life. It yearned for the unattained, the unknown, the unknowable, and saw history as beautifully important. Some romantics saw modern industry as an ugly, brutal attack on nature and humanity and sought escape.*

*It differed from classicism in that classicism had no particular interest in nature and generally portrayed it as chaste and beautiful. Romanticism portrayed nature as enchanted and displayed it as awesome and tempestuous.*

24. Explain what ideas the following romantic figures attempted to convey to their audience.

<i>Individual</i>	<i>Genre</i>	<i>Main idea expressed in their work</i>
William Wordsworth Britain (1770-1850)	<i>Poet</i>	<i>Nature has the power to elevate and instruct, poetry is a spontaneous overflow of feelings recollected in tranquility Focused on simple subjects with the loftiest majesty</i>
Walter Scott Britain 1771-1832	<i>Poet &amp; Novelist</i>	<i>Faithfully recreated the spirit of bygone ages and great historical events, especially those of Scotland, wrote long narrative poems and a series of historical novels</i>
Victor Hugo – France 1802-1876	<i>Poet &amp; Novelist</i>	<i>Novels exemplified romantic fascination with fantastic characters, strange settings, and human emotions He equated freedom of literature with liberty in politics and society</i>
George Sand – France 1804-1876	<i>Novelist</i>	<i>Wrote over 80 novels on a variety of romantic and social themes, all usually focused on romantic love of nature and moral idealism. Her semi-autobiographical Leila was shockingly modern, delving deeply into her tortuous quest for sexual and personal freedom</i>
Eugene Delacroix France 1798-1863	<i>Painter</i>	<i>Fascinated with remote and exotic subjects- whether lion hunts in Morocco or the languishing, sensuous women of a sultan's harem. He was a passionate spokesman for freedom. Masterpiece – Liberty Leading the People – celebrated the nobility of the popular rebellion in general and revolution in France in particular</i>
Joseph M.W. Turner Britain 1775-1851	<i>Painter</i>	<i>Fascinated by nature. Turner depicted nature's power and terror: wild storms and sinking ships were favorite subjects.</i>
Franz Liszt 1811-1840	<i>Pianist</i>	<i>Great virtuoso who could transport the listener to ecstasy and hysteria -= became a cultural hero, he was noted as the greatest pianist of his age.</i>
Ludwig von Beethoven German 1770-1827	<i>Composer &amp; Musician</i>	<i>Used contrasting tones and themes to produce dramatic conflict and inspiring resolutions. He wrote symphonies, chamber music, sonatas for violin and piano, Masses, an operate, and many songs. Lost his hearing yet continued to write</i>

Define the following key concepts and terms

Balance of power - *It refers to an international equilibrium of political and military forces that would discourage aggression by any combination of states or the domination of Europe by any single state*

Conservatism - *The political philosophy that supported the traditional status quo of pre-1789 Europe and resisted movements that supported self-determination, representative governments, and other attacks on the traditional order.*

Liberalism - demanded representative government, equality before the law, individual freedoms such as free press, free speech, free assembly, freedom from arbitrary arrest – all of which supported the idea of self-determination for the various ethnic groups of Europe and in direct conflict with the conservative status quo attitude of the Congress of Vienna.

Socialism - Socialists believed there was an urgent need to reorganize society in a way that would establish cooperation and a new sense of community since liberal practices in politics and economics seemed to thwart such cooperation. Early French socialist thinkers supported economic planning, a desire to help the poor, an equality of social classes, abolishment or regulation of private property.

Nationalism - The idea of nationalism – one in which the idea that a people with a common language, territory, and history had the right to self-rule – was supported by the liberal idea of self-determination.

Romanticism – Artistic and literary style characterized by the belief in emotional exuberance, unrestrained imagination, and spontaneity. Characterized by a rejection of materialism and spirituality, and a glorification and enchantment of human potential, nature, a yearning for the unattained and/or unknown, and often a rejection of the effects of industrialization.

Laissez-faire – Economic principle that supports the absence of government intervention in the business, industry, and the economy. Purported by Adam Smith and other liberal economists.

Iron law of wages – Economic concept of David Ricardo that contends that wages are directly linked to population. As population increases, wages will fall, which will lead to a population decrease and subsequent higher wages. This starts the cycle over again. A dismal science of economics.

Utopian Socialism - Early Utopian socialist thinkers (France) supported economic planning, a desire to help the poor, an equality of social classes, abolishment or regulation of private property.

Marxian Socialism – Believed the interests of the middle class were diametrically opposed to the working class; supported a proletariat revolt against the bourgeoisie, resulting in a classless society

Classicism – Set of artistic rules and standards that supported the idea that the ancient Greeks and Romans had discovered eternally valid aesthetic rules and that playwrights and painters should continue to follow them.

Identify and explain the significance of the following people and terms.

Klemens von Metternich – Austrian foreign minister from 1809-1848 – conservative who resisted changes in the status quo and the repression of liberal movements following the Napoleonic era

Francis Palacký- leader of the Czech cultural revival, a passionate democrat and national historian, he praised Czech achievements which he characterized as a struggle brutal German domination

Henri de Saint-Simon – French socialist – saw industrialization as a tremendous opportunity – supported organization of society that required the “parasites” (court, aristocracy, lawyers, church) to give way to the “doers” (scientists, engineers, industrialists) to carefully plan the economy, undertake public works, establish investment banks, etc. Inspired the Pereire brothers to establish the *Crédit Mobilier*

Charles Fourier – Utopian socialist – supported the establishment of self-sufficient communities, some of which were established in the United States

Pierre Joseph Proudhon – Wrote “What is Property?” and said it was the profit that was stolen from the worker. He was considered an anarchist and feared the power of the state.

Quadruple Alliance – Alliance of Britain, Russia, Prussia, and Austria who defeated Napoleon and later met at the Congress of Vienna and outlined the terms of the peace settlement and future course of Europe.

“congress system” – Established to maintain the peace of Europe; powers would meet to settle international crises through international conferences and balance-of-power diplomacy

Constitutional Charter of 1814 (France) – Established by Louis XVIII in response to political pressures after Napoleon’s defeat, it was a liberal constitution that accepted many of France’s revolutionary changes and guaranteed civil liberties. It gave France a constitutional monarchy similar to that established in 1791

Napoleon’s Hundred Days - Napoleon escaped from Elba in 1815 and took command of the army. At the end of his Hundred Days, allied forces crushed him at Waterloo and exiled him to St. Helena off the western coast of Africa.

Ten Hours Act (Britain) – Limited the working day to 10 hours

Adam Smith – British economist – supported laissez faire economics

Frankfurt Assembly – Meeting of a self-appointed committee of liberals (middle class lawyers, professors, doctors, officials, businessmen) from various German states met in Frankfurt in May 1848 to write a federal constitution for a unified German state – elected Frederick William of Prussia emperor of the new German national state (1849), who refused to accept the crown “from the gutter”

Schleswig-Holstein question – These provinces were inhabited primarily by Germans but ruled by the king of Denmark even though Holstein was a member of the German Confederation. When Frederick VII, king of Denmark, tried to integrate the provinces in to the rest of his state, the Germans there revolted and the Frankfurt Assembly called on Prussia to intervene, sparking a war with Denmark.

Alexander Ypsilanti – Greek patriot and a general in the Russia army – he led a revolt in 1821 for Greek independence. The Great Powers refused to support him and supported the Ottomans in a effort to maintain the status quo.

Thomas Malthus – Economist who believed that population would outgrow food supplies and that natural disasters, war, famine, etc. were necessary to keep the population in check.

Georg Hegel – German philosopher (1770-1831) who believed that history is ideas in motion with each age characterized by a dominant set of ideas that produce opposing ideas and eventually a new synthesis. Karl Marx based his theory of historical evolution on his ideas.

Louis Philippe – became king of France after the abdication of Charles X in 1830 – the “bourgeois monarchy”; refused electoral reform; toppled by revolution of 1848

Communist Manifesto - Written by Marx and Friedrich Engels and published in 1848, it would become the bible of socialism and define Marx’s theory of class struggle and the inevitability of class conflict between the haves and have-nots.